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ABSTRACT

A project undertaken to observe an instructor in three college courses in three consecutive quarters provided an opportunity to examine the teaching process in a holistic way, seek students' views in the classroom, and describe a collaborative approach to teaching assessment and development. Factors taken into account in the holistic model of teacher evaluation used in the project included individual differences among students, instructor style, instructor-student interaction, environmental factors, and organizational factors. To investigate student differences, surveys were distributed to students on the first day of classes each quarter, soliciting information on their educational backgrounds, goals, motivations, expectations, characteristics, world views, personality characteristics, and styles of creativity. The instructor also completed personality and world view inventories to gather information on instructor style and was observed and videotaped to examine in-class dynamics, exchanges, feedback to students, and the social-psychological climate. In addition, students were surveyed about the course and interviewed to determine their perspective of teaching and learning in the course. These students showed that they were very perceptive about the instructor's goals, had constructive suggestions for improvement, and enjoyed being asked about their ideas. The holistic approach proved a benefit to the instructor, the students, and the researcher, who all gained insight into the collaborative teaching-learning process. The survey instruments are appended. (BCY)

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by

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JC 940 136

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A HOLISTIC, COLLABORATIVE APPROACH

TO

TEACHING ASSESSMENT AND INSTRUCTIONAL DEVELOPMENT

Recently, a colleague and I carried out a research project in three college classes which he taught in spring, summer and fall quarters. Although the project was designed to investigate factors that influence individuals' perceptions of their creativity, we discovered it had provided us with an interesting and exciting way to "peer into teaching". We had the opportunity to 1) look at (peer into) teaching in a holistic way; 2) to observe (peer into) teaching in the classroom and seek out students' views; and 3) to look at (peer into) teaching collaboratively.

PEERING HOLISTICALLY INTO TEACHING

Teaching and learning involve a complex, dynamic, transactional relationship between students and their instructor. Consequently, any true assessment of teaching involves many different, interdependent factors which can affect individuals differently. How then can we truly begin to look at teaching and make adjustments which will benefit our students' learning? My colleague and I found teaching assessment and instructional development could be approached holistically.

INSTRUCTOR-STUDENT RELATIONSHIP MODEL

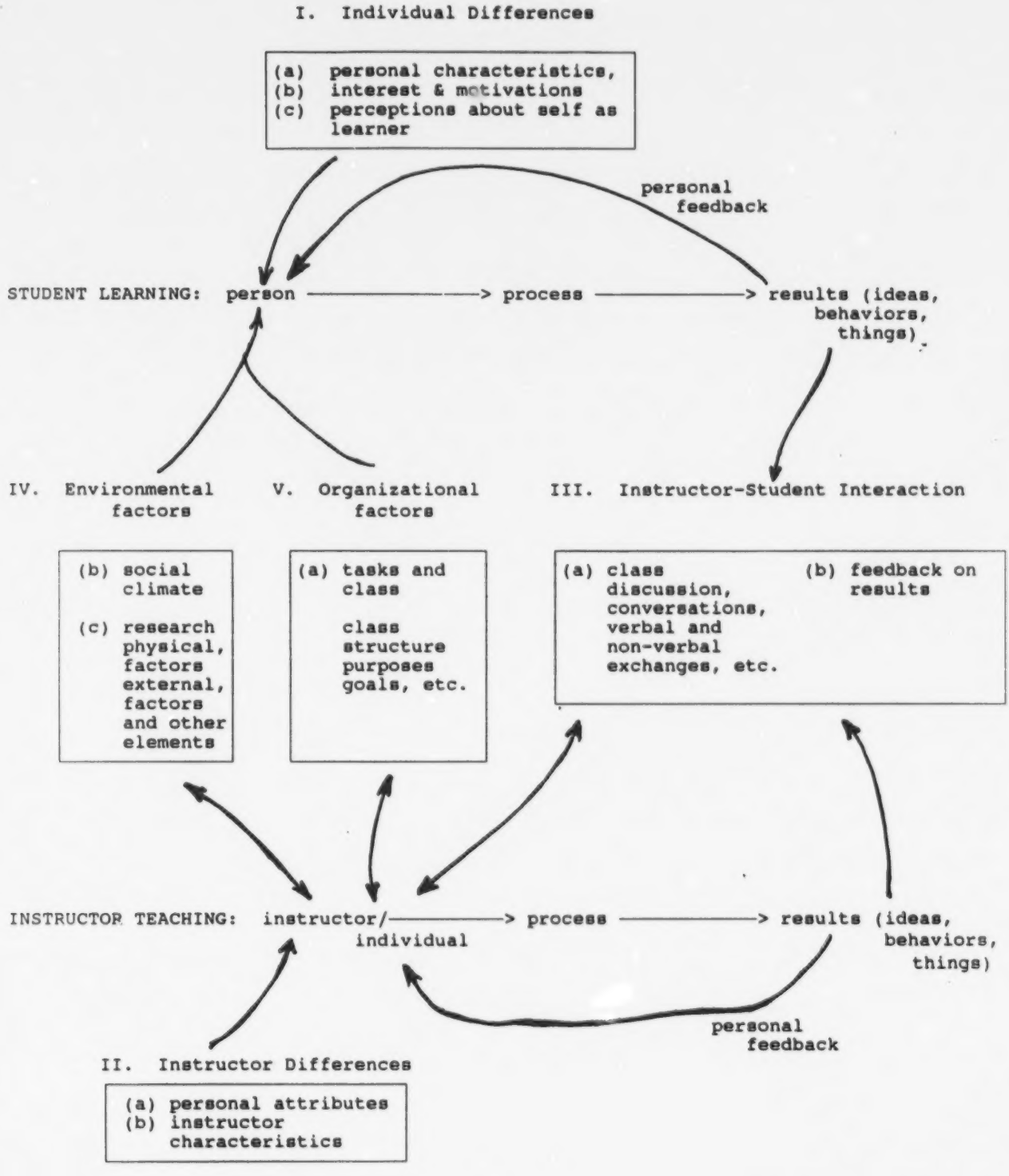

Figure 1

The model shown in figure 1 provides an outline for the holistic evaluation of teaching. The model, which depicts factors in the instructor-student relationship that influence learning, is a modification of the model used in the research project. As the adapted model shows, learning depends upon a number of factors: among these are individual and instructor differences, instructor-student interaction, environmental factors and organizational factors. Moreover, these factors influence and depend upon teaching directly or indirectly. Therefore, if instructors investigate in a purposeful way the factors which influence their students' learning, they can gain useful information about their teaching. Using this information, instructors can alter or improve their teaching to enhance their students' learning in meaningful ways.

Individual Differences

The saying goes, "Rome wasn't built in a day" and neither is good teaching. Only by an on-going inquiry into our teaching, can we hope to gain knowledge to improve. Knowledge we gain about students' individual differences, such as: their educational levels and backgrounds; their personality styles or learning preferences; their motivational orientations, goals and expectations; and their perceptions about themselves as learners can prove useful in deciding course materials and assignments, in choosing pedagogical strategies and in understanding difficulties or concerns that arise when we are teaching.

In our project, we investigated student differences by having students complete first-day surveys that gave us information about their educational backgrounds, goals, motivations, and expectations; gave us demographic information;

and provided us information about the students as learners (refer to Student Survey 1 -- Summer/Fall). Students also completed Blanke's Philosophical Type Survey, the Myers-Briggs Personality Type Indicator (MBTI) and the Kirton Adaptor-Innovator Inventory (KAI). These surveys gave us information about students' world views, personality characteristics and styles of creativity. I am not suggesting, however, that any of these surveys necessarily should be used or that you would do as extensive an assessment of individual differences as we did. However, learning about your students' differences in some way can assist you in developing a holistic look at your teaching. Furthermore, you would not need to know details about individual students' personality, philosophical or learning preferences; simply having some understanding of the student differences that might be represented in your class would be beneficial.

Instructor Differences

Knowledge we gain about ourselves, such as: our personality and learning preferences, our teaching style; our goals and expectations; and our perceptions about students can help us better understand how our preferences can influence the course materials, assignments and teaching methods we use, and how our approach influences different students differently. The instructor and I had taken the Blanke survey, MBTI and KAI; so, we learned something about our world views, personality preferences and styles of creativity. Moreover, we had conversations about our philosophy of education, teaching strategies, our goals and expectations, and students' perceptions of our teaching. Our discussions and debriefings gave us the opportunity to gain a better understanding of ourselves and our

teaching.

Other Factors: Instructor-student Interaction, Environment and Organizational factors

Investigation of the effects that the instructor-student interaction, environmental factors and organizational factors have on our students' learning can give us information about the assignments or class activities we choose, the testing methods we use, the type of feedback we give and the way in which it is given, the classroom climate we help to create, and a variety of other elements we can change or control. To gain information about the effects these factors may have had on the learning of students in this project, we looked at a number of different elements, such as:

1) in-class discussion;
2) verbal and non-verbal exchanges;
3) feedback to students;
4) selected class activities (individual and group exercises);
5) out-of-class assignments;
6) class-related issues, eg. class time, frequency of class meeting, duration of class, and class size;
7) physical elements, eg. lighting, acoustics, climate conditions, furnishings, and classroom arrangement;
8) students' goals, instructor's goals and goal conflicts;
9) social-psychological climate.

Using student surveys, student and instructor interviews, classroom observation, test results and course grades, we gained information about a) students' preferences, b) what influence the

elements we looked at might have had on students' performance, c) how useful or important these elements were to students' learning, d) which students preferred or were influenced by the elements and e) what changes we could make that might be beneficial for student learning.

I realize that during one quarter or semester, most instructors would not be able to take as comprehensive a look at their teaching or gather as much data as we did during our project. However, instructors, who do want to look at the instructor-student interaction or environmental and organizational factors, can select one or two elements to look at during the quarter or semester and continue selecting and looking at other elements on an on-going basis in subsequent school terms.

PEERING OCCASIONALLY INTO THE CLASSROOM

During this project, the instructor teaching the course was observed in class and videotaped. While both methods were employed because of the research project design, each method had benefits for student learning and instruction. By observing his classes, I was able to look at particular facets of the classroom dynamics and later ask students and the instructor their perceptions. Cross checking my observations with students allowed me to discover whether they had experienced some of the same things I noticed, and whether they shared my perceptions of the situation. For example, in his creative writing class, the instructor read lines of poetry aloud and discussed several different poems with the class. I found his approach helped me to understand poetry better. I started to enjoy poetry and became

motivated to want to try writing it. Asking students what effect reading poetry aloud had on them and how the discussions of the poems helped them to write their poetry, I learned students too had benefitted from the instructor's approach. One student commented,

> Poetry is something that's beyond paper; it's actually something that needs to be read aloud...you hear the different effects: the pauses, the periods, the commas, and when you cut off the lines. In poetry it depends on where you cut it off, and I tried to do that, too in my poems--to make the last word in the line something significant or put it all by itself. To me it was important to hear the poetry aloud.

Our discussions of my class observations enabled the instructor and I to determine whether what I had seen happen was part of what he had intended or hoped would happen. Our conversations about what I saw and what he intended made me realize that 1) we can be purposeful in our teaching, 2) the results of our methods can be observed and 3) the strategies we use do have an effect on student learning. Consequently, peer observation and videotaping can be very useful tools for on-going assessment and improvement of teaching.

Videotaping also provided us with a record of the class session which we could review and discuss at a later time. In addition, the tapes could be viewed by students who were unable to attend a class session so they did not lose out on important information. We found the tapes helped them to stay connected with the class and may have helped retain them in the course. Videotapes provide a way to analyze teaching and when made available for student viewing create another way to enhance student learning.

Videotaping did not have a negative effect on the students or the instructor. Surveys and interviews indicated most

students became unaware of the videotaping after a few class sessions. Moreover, the instructor was not intimidated by the camera and did not believe it influenced what he did in any adverse way.

In addition to observing classroom activity, I surveyed students about the course and interviewed several students. From these student surveys and interviews we gained a student's perspective of the teaching and learning in the course. Students provided information about such things as: their level of participation and time spent on the course; their contact and interaction with the instructor; and how well the course met their goals and the instructor's goals. In addition, they shared their thoughts and level of satisfaction with various aspects of the course including instructor-related issues, in-class activities and out-of-class work, classroom environment and course scheduling issues, and research project activities (eg. videotaping, first-day surveys, my presence in class). The instructor and I discussed the information shared by the students and found their ideas helpful for understanding students' differences and meeting their needs.

Although we learned several interesting things from the student surveys and interviews, the most important was that students can provide information about how well we teach. In this project, students were very perceptive about what the instructor's goals were; students contributed openly their thoughts about the class; students suggested constructive ways to improve the course so they could achieve the course goals; students liked being asked about their ideas and opinions.

PEERING COLLABORATIVELY WITH A COLLEAGUE

Our project gave the instructor and I numerous opportunities to share our thoughts about teaching and learning; our conversations gave us a remarkable way to "peer into teaching". Before the term began, the instructor and I would have our pre-course discussion. He would preview the class for me and we would discuss, for example: 1) the assignments and class activities students would be doing, 2) his goals for the course, 3) his evaluation methods, 4) things he'd be doing the first day, 5) things he had learned from teaching the course previously, and 6) changes he'd made. The discussions had benefits for both of us. It gave the instructor an opportunity to clarify and share his ideas, and gave me an opportunity to learn about what he intended to do and made me think about how I might use some of his ideas in my own classes.

During the term, we would talk after some of the class sessions that I had observed. These exchanges allowed us to discuss specific situations that happened during class and to share our perspectives on a wide-range of topics. During these conversations, we discussed many different issues: for example, the value of a particular group exercise, the reasons students do journals and the ways they are being used by students, the reasons he wants them to be able to analyze short stories, poetry and other written work. We also discussed what the instructor had planned to do in the class and his assessment of how well it had worked. I shared my observations and we discussed how what I saw related to what the instructor had intended to do. These after-class discussions about subject matter, teaching strategies, our roles as instructors and a variety of other teaching issues were

energizing and informative.

One of these conversations, which may convey a sense of how truly rewarding and helpful these opportunities were, went like this:

Me: I was going to ask you something that I noticed when you were talking about theme and subject. You wrote the words on the blackboard and then you talked about Houseman's poem, and had them read that, and then discussed the subject of that poem. Then went into what you meant by subject. You did the same thing with theme. So you used the poem as an example. Was that intentional?

Him: Oh, Yeah. In fact, when I teach my poetry course I use that same poem to get them thinking in terms of subject and theme.

Me: What I guess I saw was the intentional-- Using the concrete example to lock into each one of the abstract ideas. But, then you turned that around though when you discussed transformation. You discussed what it was and then used the poem as an example afterwards.

Him: The reason is that's the most difficult of the three-- they won't understand it necessarily because it's a process, it's a doing. It's like "show me a transformation" --I can't. Transformation is what you do. I can show you the subject and you can deduce the theme.

Me: So you are really recognizing at that point that they already know some things but not others?

Him: They understand subject and theme, but they aren't necessarily conversant with the notion of transformation.

Me: So it looks like what you're doing is allowing them to contribute when you know they can be successful and then when you know that they'd run into difficulty you explain what they need to know up front.

I also noticed that you alter the physical environment and in some sense the emotional environment when you do a change of pace.

Him: I try to. Whenever you have 2 1/2 hours consecutive, 2 1/2 hours total, you have to move them physically, do different stuff, change some things.

Me: You know, over the years and especially now I feel more comfortable with my teaching than I have in a long time. But, I wonder how much what we do has to come from just playing it out and keeping our enthusiasm

about it and making it work. Maybe too it's becoming more secure in what you do and then once you do that, everything's great.

Him: You know where it comes from? I think it comes from modeling. I think, it comes from good teachers we've been exposed to, as much as anything else. I can tell you right now I'm imitating people I had in 5th and 6th grade...So, what's interesting then is we're as likely to provide a model of teaching for our students as we are for our discipline. In fact, they may be less interested in what it is we have to say than they are in how we're saying it. I am absolutely certain that we do modeling and not only that--We try things out, sometimes actively; sometimes we're not even aware that we tried it out. Over all these exposures we toss away that which doesn't work for us and we hold on to that which does. And I think you're right, there's a progressive feeling of comfort or level of comfort. There's also, I think, a strengthened or enhanced position of security in relation to things happening that throw you off.

At the end of each quarter, the instructor and I had a debriefing interview. I constructed an interview guide beforehand to focus our discussion on some elements of the class which had emerged during my class observations and to gain the instructor's perspectives on topics I had discussed with students in their interviews (Refer to Student and Instructor Interview Guides--Spring). The conversation gave us a chance to wrap-up the course, to share what we had learned about teaching, to discuss student learning and to think about things we could do differently in our teaching.

BENEFITS FOR MYSELF, COLLEAGUE, OUR STUDENTS

This collaborative approach gave me the most positive professional experience I have had in all my years of teaching. I believe that as my colleague and I talked about teaching, I became more comfortable with some of the things I do in the classroom. Also, I had an opportunity to think about my reasons for doing some things and discuss these reasons with someone

else. Our conversations were affirming and enlightening. Until you have the opportunity to talk with colleagues about teaching, you may not realize how well you do some things. Our project gave us an opportunity to discover what we do do well and to talk about how we might change some things to do even better. Feedback and discussion with my colleague provided each of us with a sounding board for our ideas and allowed us to get a non-judgmental look at our teaching.

Our project gave us a wonderful way to share. We had animated and energizing conversations about our own experiences as students, the good teachers we had, what impact our teachers had on us and how that affected the teaching that we do. We discussed what we see to be our job as teachers, how we try to carry it out, some of the frustrations we face, and what we do about them. We avoided discussions that were negative or blamed the students because we didn't perceive these to be productive. We shared ideas about how we handled situations or student concerns in positive ways, and we discussed particular students, their performance and attitudes to discover ways we could approach teaching to enhance their learning.

The instructor summed up the value our collaborations had for him when he said:

> What's neat about what we did this quarter...Boy, I'd advise everyone to do this--get juiced, re-plugged in. It's a quarter long. In normal teaching you don't get to do what we did. We talked after every class. I got to talk about pedagogy, content, what I thought was going well and what wasn't going well. All the things that are in your heart and fade away into vapor, I actually got to talk about with you and that's really slick...It helped me look at and be mindful of some stuff. After you're done, you are left to analyze things alone, but it's not the same as when you get to sit down with a colleague. I think you get more juiced or energized between class sessions.

I can only echo his thoughts. I, too found myself excited and enthusiastic about my teaching. Students also shared in the benefits of our project. My students now have an instructor who has grown more comfortable with her teaching. They have an energized and enthusiastic teacher who enjoys working on doing a better job in the classroom.

During the student interviews, my colleague's students expressed the benefits our project had for them. Students thought the first-day surveys had helped them to learn something about themselves and others, and the end of term survey had helped show how much they had learned. One student reflecting on how our collaborative project influenced her may have said it all,

> I think your working together shows you have more interest in what your're doing and that, you know, goes to us--we could be interested in it, too.

STUDENT SURVEY 1 -- SUMMER/FALL

LAST 4 DIGITS OF SSN _____
COURSE: _____
DATE: _____

Part I. Questions concerning your perceptions about creativity.

1. How would you describe creativity?

_____
_____
_____
_____

2. Do you believe everyone has the potential to be creative?
_____ Yes _____ No, please explain
_____
_____
_____

3. How creative do you feel currently? Please indicate by placing an "X" on the line below.

0 2 4 6 8 10
not at all — extremely creative

Part II. Questions about classes and instructors that encourage or enhance creativity.

In answering questions 4-7, think about classes that you have taken in which you thought your creativity was encouraged or enhanced.

4. In the list of words below, circle any of the words that describe your thoughts and feelings about a class environment where creativity is encouraged or enhanced.

supportive	disciplined	encouraging
tense	challenging	safe
allowed risk taking	destructive	rewarding
humiliating	relaxed	competitive
exciting	trusting	collaborative
embarrassing	non-threatening	restrictive
free to express views	accepting	participative
unstructured	hostile	

5. Add anything else that you think would describe the class environment where creativity is encouraged or enhanced.

6. In the list of words below, circle any of the words that you feel describes an instructor who encourages or stimulates creativity.

impatient	threatening
open to new ideas	respectful of others
friendly	autocratic
directive	negative
inflexible	conscious of own biases
confident	encouraging
demanding	adaptive
non-judgmental	enthusiastic
sensitive to individual processes	embarrasses or humiliates others

7. Add anything else that you think would describe an instructor who encourages or stimulates creativity.

Part III. Questions related to this course.

8. What reasons do you have for taking this course?

_____
_____
_____
_____
_____

9. What do you hope this course does for you? What do you hope to gain from this course?

_____
_____
_____
_____
_____

10. Have you had other courses from this instructor?

NO ___ YES ___, please list below

Course(s)	Quarter/year
_____	_____
_____	_____

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STUDENT DATA FORM

Course:_____ Date:_____

Name: _____ Social Security Number:_____

Address:_____ Phone Number:_____
_____

1. Sex:

   M _____ F _____

2. Age : _____

3. Major or College program:
   _____

4. Career Goals:

   _____
   _____
   _____
   _____

5. Hobbies, and other interests:
   _____
   _____
   _____

FINAL STUDENT SURVEY -- FALL

COURSE: _____ LAST 4 DIGITS OF SSN _____

DATE: _____

1. How many classes have you missed? _____

2. How many times were you late? ___

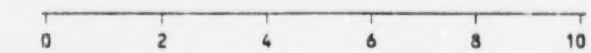
3. How many times did you leave early? _____

4. Approximately, how many hours have you spent on this class OUTSIDE of regular class time? _____ (hours)

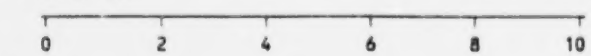
   Is this more, less or about the same amount of time as you normally spend for other classes? _____

5. Have you spoken with the instructor outside of class? YES NO
   How many times?___

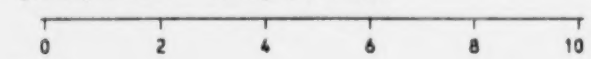
6. How well do you think the course met the goals you had for taking the course?



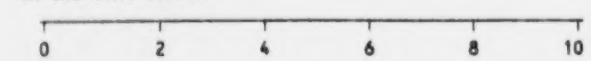
7. How well do you think the course met the goals the instructor had for the course?



8. Do you think the instructor's goals for the course conflicted with the goals you had for taking the course?



9. How creative do you feel currently? Please indicate by placing an "X" on the line below.



For each of the following factors please indicate to what extent your creativity was influenced by this factor. Circle the response that most closely expresses your opinion.

A = was a very positive influence on my creativity
B = was a positive influence on my creativity
C = had no influence on my creativity
D = was a negative influence on my creativity
E = was a very negative influence on my creativity
N = I was not available / This does not apply to me

INSTRUCTOR	HOW DID IT INFLUENCE YOUR CREATIVITY?
1. The instructor's presentations about techniques and concepts related to short story writing.	A B C D E N
2. The instructor's presentations about techniques and concepts related to poetry writing.	A B C D E N
3. The instructor's reading poetry aloud.	A B C D E N
4. The instructor's interaction with students.	A B C D E N
5. The instructor's knowledge.	A B C D E N
6. The instructor's conversations with you.	A B C D E N
7. The instructor's feedback on your journal.	A B C D E N
8. The instructor's feedback on the drafts of your short story.	A B C D E N
9. The instructor's feedback on your poems.	A B C D E N
10. The instructor's no-grade policy on your writing.	A B C D E N
11. Your grade on the midterm exam.	A B C D E N

TASKS & ACTIVITIES OUTSIDE OF CLASS	
1. Reading assignments in the textbooks.	A B C D E N
2. Reading short stories, such as "Araby", "Hills Like White Elephants", "Old Man at the Bridge", "Her First Ball".	A B C D E N
3. Writing the journal entries.	A B C D E N
4. Developing and writing the short story.	A B C D E N
5. Developing and writing the poems.	A B C D E N
6. Doing short writing assignments like the 2 characters, a location, & story starters.	A B C D E N
7. The outside of class activity that gave you the most satisfaction.	A B C D E N

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For each of the following factors please indicate to what extent your creativity was influenced by this factor. Circle the response that most closely expresses your opinion.

A = was a very positive influence on my creativity
B = was a positive influence on my creativity
C = had no influence on my creativity
D = was a negative influence on my creativity
E = was a very negative influence on my creativity
N = I was not available / This does not apply to me

CLASS TASKS AND ACTIVITIES	HOW DID IT INFLUENCE YOUR CREATIVITY?
1. In-class writing opportunities: for example, when you described a character & a setting, or wrote what about a story's subject, theme, etc.	A B C D E N
2. The group activity which involved discussing the subject, theme, etc. in "Old Man at the Bridge".	A B C D E N
3. The people who were in your group for the "Old Man at the Bridge" activity.	A B C D E N
4. The group activity which involved the stories, " Araby, & "Hills Like White Elephants".	A B C D E N
5. The people who were in your group for the "Araby" & "Hills Like White Elephants" activity.	A B C D E N
6. The group activity in which you decided from the characters & details handed out, who the main character would be, what would happen, and what role the other character would play.	A B C D E N
7. The people who were in your group for the activity described in question 6.	A B C D E N
8. Class discussion of stories and poems.	A B C D E N
9. The class activity involving the story starters: "it's 3:00 am & there's a knock at the door..." or "a hospital room, a man in a coma & a man enters".	A B C D E N
10. The sharing of other students' story starters.	A B C D E N
11. The reading & answering questions about subject, theme, etc. of the poems, "My Papa's Waltz" "The loveliest of trees", & "Ungainly things".	A B C D E N
12. The group activity involving the questions about the poem, "Fire & Ice".	A B C D E N
13. The people who were in your group for the "Fire and Ice" activity.	A B C D E N
14. The midterm exam.	A B C D E N

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For each of the following factors please indicate to what extent your creativity was influenced by this factor. Circle the response that most closely expresses your opinion.

A = was a very positive influence on my creativity
B = was a positive influence on my creativity
C = had no influence on my creativity
D = was a negative influence on my creativity
E = was a very negative influence on my creativity
N = I was not available / This does not apply to me

CLASSROOM	HOW DID IT INFLUENCE YOUR CREATIVITY?
1. The physical arrangement of the classroom.	A B C D E N
2. Classroom lighting, temperature, acoustics, and other physical environmental conditions.	A B C D E N
3. Class day -- Wednesday	A B C D E N
4. Class time -- 7:25-10:00	A B C D E N
5. Class length -- 2 1/2 hours.	A B C D E N
6. Frequency of class meetings -- once a week.	A B C D E N
7. Duration of class -- ten weeks.	A B C D E N
8. Class size -- 8 students.	A B C D E N

RESEARCHER/RESEARCH ACTIVITIES	HOW DID IT INFLUENCE YOUR CREATIVITY?
1. The video taping of the class.	A B C D E N
2. The first-day surveys and questionnaires.	A B C D E N
3. The person doing the research.	A B C D E N
4. The KAI--creativity inventory.	A B C D E N
5. The researcher's discussions with the instructor during the break or after the class.	A B C D E N
6. The researcher's discussions with you.	
7. The survey you are now doing.	A B C D E N

CLASS: For Questions 1-7, reflect upon your experiences in this course since the beginning of the term.

1. What do you think is the most creative thing you have done for this class?

2. How have your perceptions about your creativity changed since this course began? Please indicate by placing an "X" on the line below.

-10	-8	-6	-4	-2	0	2	4	6	8	10
extremely less creative					no change					extremely more creative

3. What has taken place during class time that has helped or stimulated your creativity? How did it do this? Please be specific and give examples.

4. What has taken place during class time that has hindered or reduced your creativity? How did it do this? Please be specific and give examples.

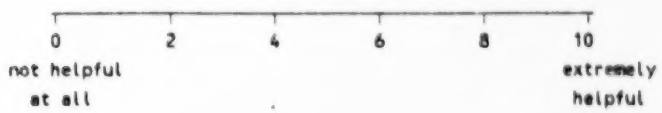
5. Think about the small group activities you did in class. Did these stimulate or hinder your creativity? Please explain.

6. a) Was doing the journal useful to you? How?

b) Did doing the journal stimulate your creativity? How?

c) Did doing the journal hinder your creativity? How?

7. How helpful was the class environment in enhancing your creativity?



8. In the list of words below, circle any of the words that describe the class environment for this course.

supportive	disciplined	encouraging
tense	challenging	safe
allowed risk taking	destructive	rewarding
humiliating	relaxed	competitive
exciting	trusting	collaborative
embarrassing	non-threatening	participative
free to express views	accepting	hostile
unstructured	enriching	growth enhancing
friendly	interesting	fun
restrictive	enjoyable	

9. Add anything else that you feel would describe the class environment for this course.

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INSTRUCTOR: For questions, 10-14, think about the instructor's actions and attitude.

10. What has the instructor said or done in class that you think enhanced or stimulated your creativity?

11. What has the instructor said or done in class that you think hindered or reduced your creativity?

12. How helpful do you feel the instructor has been in enhancing your creativity? Please indicate by placing an "X" on the line below.

13. In the list of words below, circle any of the words that you feel describe the instructor for this course.

impatient	threatening
open to new ideas	respectful of others
friendly	autocratic
directive	negative
inflexible	conscious of own biases
confident	encouraging
demanding	adaptive
non-judgmental	enthusiastic
humorous	good communicator
sensitive to individual processes	embarrasses or humiliates others

14. Add anything else that you feel would describe the instructor.

15. What suggestions do you have for changes that you think would further enhance your creativity?

INSTRUCTOR INTERVIEW GUIDE -- SPRING

BACKGROUND AND PERSONAL DIFFERENCES

How would you describe yourself to a student? What would someone who knows you well say?

MOTIVATION--GOALS AND CLASS GOALS

What reasons do you have for teaching this course?

What did you hope the course would do for you?

How well do you think the course did what you had hoped it would? Why?

What were your goals for students in this course? What do you think were the students' goals? Were their goals in any way in conflict with your goals?

Approximately, how much time have you spent planning an preparing for the class? How much time have you spent reading and commenting on student's work? How does this compare with your other courses?

PERCEPTIONS OF THEIR CREATIVITY

What do you think creativity is? How would you describe your creativity? How do you know when you are being creative? What is your creative process like?

How creative do you believe you are currently?

Has your perceptions about your creativity changed since you began this course? In what ways? What factors have influenced this change?

INSTRUCTOR

How would you describe yourself as an instructor?

As the leader in an organization, do you think a worker's creativity would be encouraged or stimulated by your being the leader? Why?

What have you done in class that you believe contributed to students' creativity?

IN-CLASS TASKS AND ACTIVITIES

What purpose did your presentation about the concepts, terminology and techniques related to short story and poetry have? Did the information presented influence or was it a factor in enhancing the students' creative writing? How?

What knowledge/concepts that students were taught would be most important for them to learn? What evidence of the knowledge or concepts that you taught did you see in the students'writing?

What purpose did the discussion of the short stories and poems have? Did these discussions influence the students' creative writing?

What purpose did your reading poetry aloud in class have? Did the reading of the poetry aloud influence students'creative writing?

What purpose did the in class writing opportunities related to the short story serve? eg. a) describing a character; b) describing a setting; c) describing a crossroad or crucial moment? Did these opportunities influence or enhance the students' creativity or creative writing?

GROUP ACTIVITY & STUDENT INVOLVEMENT

What influence do you think the group activities have on an individual students' creativity?

Why did you ask students to form groups with students that they had not been in a group with before? What influence do you think this might have on an

individual's creativity?

What purpose did the group activity about the story of the 3 people in the alley serve? Do you think this group activity helped to stimulate ideas? Did this activity influence or enhance the students' creativity or creative writing? How?

What purpose did the group discussion and work on questions about "Hills like White Elephants" serve? Do you think this group activity helped to stimulate ideas? Did this activity influence or enhance students'creativity? How?

What purpose did exchanging and writing on the 3x5 cards on which they added to what was already written serve? Do you think this activity helped to stimulate ideas? Did it influence or enhance students' creativity?

SHARING STUDENT WORK

What purpose or benefits do students get from receiving samples of other students' work? Does this sharing enhance or stimulate students' creativity or their creative writing? How?

POETRY ACTIVITIES

What purpose did having students break the newspaper articles into lines of poetry serve? Did this activity influence or enhance students' creativity or their creative writing?

MIDTERM

What purpose did the midterm serve? How well do you think students did? Do you think this evaluation influences students perceptions of their creativity? Did you notice if it had any influence on the students' motivation or attitudues about the course?

TASKS & ACTIVITIES OUTSIDE OF CLASS

What purpose or benefits in enhancing students' individual creativity or their creative writing do you think

--reading the text served?

--reading the story "Araby" served? reading "Hills like White elephants"? reading King of the Bingo Game? reading Young Goodman Brown?

--doing the journal served

--developing and writing the short story served?

--developing/writing the poems served?

CLASS AND ENVIRONMENTAL CONDITIONS

Do you think the class room arrangement had any influence on students' creativity? What about the room temperature, lighting, the acoustics?

Are there any factors in the physical environment that you think should be changed so individual creativity would be enhanced?

Do you think the size of the class had any influence on students' creativity? What size class do you think would be more conducive to enhancing individual creativity?

Do you think any of these factors had any influence on students' creativity?

--class day: Tuesday

--time period: 5:30-8:00

--length of the class session: 2 1/2 hrs

--frequency of class: once a week

Would a different day, time, length or frequency of class session be more conducive to enhancing individual creativity?

Do you think the duration of the class: 10 week quarter had any influence on student's creativity? Would a different duration be better in enhancing individual creativity?

OUT OF CLASS CONVERSATION WITH STUDENTS

How many students have you spoken with outside of class? Did these conversations help or stimulate the student's creativity?

Have you spoken with (** student **) outside of class? How often? Do you think your conversations with the student helped or stimulated their creativity? How?

Did they discuss their short story with you? How was the conversation helpful and did it stimulate their creativity?

Did they discuss their poems? How was the conversation helpful or did it stimulate their creativity?

WRITTEN FEEDBACK

Why do you have a no grade policy on students' creative writing? What do you think students' think about this? Do you think this no-grade policy influences their creativity? How? Do you think it influences their motivation or attitude toward the course? How?

What type of feedback do you give students?

--What type of comments do you make on students' journals? Do you think these comments influence their creativity? How?

--What type of comments do you make on drafts of their stories or poems? Do you think these comments influence their creativity? How?

Did (** student **) share drafts of their short story or poem with you? What type of comments did you give? Do you think the comments influenced their creativity? How?

What do you think about the amount of work students' do for this class? How does it compare with work they do in your other courses? How creative was the work the students did?

What do you think is the most creative thing (** student **) did? How creative do you think it was? How creative do you think (** student **) is?

RESEARCHER/ RESEARCH INFLUENCE

Do you think the research I was doing had any influence on you or your teaching?

Do you think the research I was doing had any influence on the class? the students' creativity?

Were there any things about this course that you think could have been different or could be changed so students' creativity would be further enhanced?

Are there any other comments or thoughts you would like to make?

Are there any things on the tape that you would want to change or delete? Are you still willing at this point to have the interview taped.

Thank you

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STUDENT INTERVIEW GUIDE -- SPRING

BACKGROUND AND PERSONAL DIFFERENCES

How would you describe yourself as a student? What would someone who knows you well say?

MOTIVATION--GOALS AND CLASS GOALS

What were the reasons you took this course?

What did you hope the course would do for you?

How well do you think the course did what you had hoped it would? Why?

What do you think the instructor's goals for students in this course are?

Were these goal's in any way in conflict with your goals?

How many classes have you missed? How often were your late? How often did you leave early? Approximately, how much time have you spent on the course outside of class?

PERCEPTIONS OF THEIR CREATIVITY

What do you think creativity is? How would you describe your creativity? How do you know when you are being creative? What is your creative process like?

How creative do you believe you are currently?

Has your perceptions about your creativity changed since you began this course? In what ways? What factors have influenced this change?

INSTRUCTOR

How would you describe the instructor?

If this instructor were the leader in an organization, do youthink a worker's creativity would be encouraged or stimulated by his being the leader? Why?

What has the instructor done in class that you believe contributed to your creativity?

What purpose did the instructor's presentation about the knowledge, techniques, terminology and concepts related to short story and poetry have? Did the information presented influence or was it a factor in enhancing your creative writing? How?

What knowledge/concepts that you learned about were most important or enlightening to you?

What purpose did the discussion of the short stories and poems have? Did the discussion influence their creative writing?

What purpose did the instructor's reading poetry aloud in class have? Did the reading of the poetry aloud influence their creative writing?

Have you spoken with the instructor outside of class? How often? Did their conversations with the instructor help or stimulate their creativity? How?

Did you discuss your short story with the instructor? Was this helpful or did it stimulate their creativity? Did you discuss your poems? Was this helpful or did it stimulate their creativity?

FEEDBACK

What type of feedback have you received from the instructor? verbal or written?

Did the instructor comment on your journal? What comments? Did these comments influence their creativity? How?

Did you share drafts of your short story or poem with the instructor? What type of comments did you receive? Did the comments influence your creativity? How?

What do you think of the instructor's non-grade policy on your creative writing?

What do you think about the midterm being graded? What purpose did the midterm serve? How well do you think you did? Did this evaluation influence your perceptions of your creativity? Did it have any influence on their motivation or attitudes about the course?

CLASS AND ENVIRONMENTAL CONDITIONS

Do you think the class room arrangement had any influence on your individual creativity? What about the room temperature, lighting, the acoustics?

Are there any factors in the physical environment that you think should be changed so individual creativity would be enhanced?

Do you think the size of the class had any influence on your individual creativity? What size class do you think would be more conducive to enhancing individual creativity?

Do you think any of these factors had any influence on your individual creativity?

--class day: Tuesday

--time period: 5:30-8:00

--length of the class session: 2 1/2 hrs

--frequency of class: once a week

Would a different day, time, length or frequency of class session be more conducive to enhancing individual creativity?

Do you think the duration of the class: 10 week quarter had any influence on your individual creativity? Would a different duration be better in enhancing individual creativity?

IN-CLASS TASKS AND ACTIVITIES

What purpose did the in class writing opportunities related to the short story serve? eg. a) describing a character; b) describing a setting; c) describing a crossroad or crucial moment? Did these opportunities influence or enhance your individual creativity or your creative writing?

GROUP ACTIVITY & STUDENT INVOLVEMENT

What purpose did the group activity about the story of the 3 people in the alley serve?

How may people were in your group? What were these people like?

How well did the group interact? Did you participate in the group? How well do you think your ideas were accepted?

Do you think this group activity helped to stimulate ideas? Did it influence your perceptions about your own creativity? How?

What purpose did the group discussion and work on questions about "Hills like White Elephants" serve?

How may people were in your group? What were these people like?

How well did the group interact? Did you participate in the group? How well do you think your ideas were accepted?

Do you think this group activity helped to stimulate ideas? Did it influence your perceptions about your own creativity? How?

What purpose did exchanging and writing on the 3x5 cards on which they added to what was already written serve?

Do you think this activity helped to stimulate ideas? Did it influence your perceptions about your own creativity?

SHARING STUDENT WORK

What purpose or benefits in enhancing your individual creativity or your creative writing do you think the samples of other students descriptions of characters, settings and crossroads that were shared served?

POETRY ACTIVITIES

What purpose do you think breaking the newspaper articles into lines of poetry served? Did this activity influence or enhance your individual creativity or your creative writing?

What purpose was there for giving you samples of what others had done when they broke the article in lines of poetry? Did this sharing influence or enhance your individual creativity or your creative writing?

MIDTERM -- asked about before.

TASKS & ACTIVITIES OUTSIDE OF CLASS

What outside of class work did you think was most helpful in enhancing your creativity? Why?

Can you share/describe one enjoyable or creative moment you had when working outside of class.

What outside of class work did they think was least helpful in enhancing your creativity? Why?

What purpose or benefits in enhancing your individual creativity or your creative writing do you think

--reading the text served?

--reading the story "Araby" served? reading "Hills like White elephants"? reading King of the Bingo Game? reading Young Goodman Brown?

--doing the journal served

--developing and writing the short story served?

--developing/writing the poems served?

What do you think about the work you've done for this class -- the amount of work you did? How does it compare with other courses? How creative was the work you did?

What do you think is the most creative thing you did? How creative do you think it is? How much satisfaction did you get from doing it?

Were there any things about this course that you think could have been different or could be changed so your creativity would be further enhanced?

RESEARCHER/ RESEARCH INFLUENCE

Do you think the research I was doing influenced your creativity? How?

Do you think the research I was doing had any influence on the class? the other students' creativity? on the instructor?

Are there any other comments or thoughts you would like to make?

Are there any things on the tape that you would want to change or delete? Are you still willing at this point to have the interview taped.

Thank you